Meadow View Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic **Mini Topic- Week 1-2** Be the Best you can be Local Area	Super Heroes (History) "Can anyone be a super hero?" "Do all Superheroes wear capes?"		Moon Zoom (Geography) "Is there life on other planets?" Are all aliens green?		Wriggle and Crawl (Science) "Can all insects fly?" Do all insects have 6 legs?	
	Hook: Super hero day		**Hook:** A visit from a planetarium		**Hook:** Butterfly's from Insect Lore.	
	Visit: Eureka		**Visit:**		**Visit:** The tropical butterfly house	
	Exhibition: Cat Walk of Superhero		**Exhibition:** Exhibition of topic work in class.		**Exhibition:** Whole School Gallery	
P.S.H.E **(Year 2)** **(Year 1)**	The Caring School Feelings and Relationships Wellness Aspiration Social Awareness	Keeping Healthy Wellness Social Awareness	Focus on Special People Social awareness Wellness Aspirations	Growing and Changing Wellness	Keeping Myself Safe Social awareness Wellness The World of Drugs Social awareness Wellness	SRE Wellness Social awareness
R.E **(Year 2)** **(Year 1)**	Belonging to a community: Where do Jews and Christians belong? Where do I belong? Christianity, church, communion, bread and wine, God, Jesus, community, sharing togetherness, belonging, believing, symbols, married, rings, place of worship, vicar, pastor, minister, Jew, Rabbi. Social awareness Wellness	How do we say 'thank you' for the beautiful Earth? What can we learn from stories Christians tell? Christian, bible, Jesus, God, Christianity, prayers, cross, crucified, three wise men, stable, Bethlehem, Nazareth, precious gift from God, Myrrh, Frankincense, gold, saviour, shepherds, angel, Joseph, Mary, nativity, festival, Christmas, Church. Aspirations Social Awareness	Being Fair: What can we learn from religious stories? Holy book, Bible, Qur'an, worship. Social Awareness	Symbols of Easter: What does Easter mean to Christians? Easter, tomb, cross, new life, heaven, resurrection, rising from the grave, last supper, good Friday, egg, spring, followers, disciples. Social awareness Wellness	I Wonder... Questions about God Questions, God, special place, belong, welcome, promise, commitment, miracle Social awareness Wellness	Why are some people leaders? What do leaders do? Bravery, trust, freedom, belief, faith.
Music **(Year 2)** **(Year 1)**	• experiment with, create, select and combine sounds using the inter-related dimensions of music. Use percussion instruments to create sound effects for superhero action sequences • use their voices expressively and creatively by singing songs and speaking chants and rhymes tune, rhythm, slow, fast, high, low, loud, quiet, long, short, pitch, tempo and perform, pulse. Nativity & harvest festival (Pitch, duration, dynamics, tempo, timbre, texture) Social awareness Aspirations		**Space Music** • experiment with, create, select and combine sounds using the inter-related dimensions of music Creating space sounds with instruments and their voices • Using their voices expressively and creatively by singing songs and speak in chants and rhymes Perform a space theme song e.g. twinkle twinkle little star Play tuned and untuned instruments musically Add tuned and percussion sounds to a class poem • listen with concentration and understanding to a range of high-quality live and recorded music (duration, dynamics, tempo, timbre, texture)		**Animal Sound Effects** • experiment with, create, select and combine sounds using the inter-related dimensions of music. (duration, dynamics, tempo, timbre, texture) Create and perform a dance from the book 'where the wild things are' Untuned, instruments, tuned instruments, recorded music, evaluating, compose, historical period, tune, rhythm, slow, fast, high, low, loud, quiet, long, short, pitch, tempo and perform, brass, string, percussion, woodwind, duration, Graphic score (pictorial representations). Wellness Aspirations Social awareness	

	Wellness			listen to space themed music Untuned, instruments tuned instruments, recorded music, evaluating, compose, historical period, tune, rhythm, slow, fast, high, low, loud, quiet, long, short, pitch, tempo and perform, brass, string, percussion, woodwind, duration, Graphic score (pictorial representations), pulse. Wellness Aspirations			

| **P.E**

(Year 2)
(Year 1) | **Indoor and Outdoor**

Basic Skills: master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities,

Vocabulary – running, jumping, throwing, catching, warm up, cool down, muscles, stretch, control, developing, balance,

Wellness

Aspirations

Social awareness | **Indoor**
Cheerleading: perform dances using simple movement patterns

Movement, pattern, dances, perform, spin, twirl, left, right, forward, backwards, position.

Outdoor: Cricket : participate in team games, developing simple tactics for attacking and defending

Throwing and Catching with accuracy

Vocabulary, team, points,

Wellness

Aspirations

Social awareness | **Indoor:**
Gymnastics-rolling: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities,

Vocabulary – roll, travel, higher, lower, underneath, on top of, next to, behind, in front, space.

Wellness

Aspirations

Social awareness | **Indoor:**
Gymnastics- balancing: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Outdoor: football
participate in team games, developing simple tactics for attacking and defending

Wellness

Aspirations

Social awareness | **Indoor: Dance:** perform dances using simple movement patterns

Outdoor: Athletics: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Wellness

Aspirations

Social awareness | **Indoor: Mat Ball**
participate in team games, developing simple tactics for attacking and defending

Vocabulary – pass, push.

Outdoor: Rounders
participate in team games, developing simple tactics for attacking and defending

Indoor: cheerdance
participate in team games, developing simple tactics for attacking and defending

Outdoor: Rounders
participate in team games, developing simple tactics for attacking and defending

Vocabulary –

Wellness

Aspirations

Social awareness |

| **Science**

(Year 2)
(Year 1) | **Animals, including humans**
•notice that animals, including humans, have offspring which grow into adults
•find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
•describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Humans
• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasonal changes (DAILY DASHBOARD)
• I can observe changes across the four seasons.
• I can observe and describe weather associated with the seasons and how | | **Uses of everyday materials**
•identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
•find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Wellness

Aspirations | | **Animals and Habitats**
explore and compare the differences between things that are living, dead, and things that have never been alive

identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
•identify and name a variety of plants and animals in their habitats, including microhabitats
•describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Wellness

Aspirations | |

	day length varies. `Wellness`		`Social awareness`

Computing	**Supertato comic**
	• use technology purposefully to create, organise, store, manipulate and retrieve digital content
	Look at short cartons/animated films and drag and drop images of their favourite superheroes on to a PP presentation
	• Take photos of themselves of superhero poses, add features i.e. masks/capes
	• Look at current issues from organisations such as mountain rescue (Daily Dashboard)
	
	• recognise common uses of information technology beyond school
	• Golden rules, keeping yourself safe online
	
	• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	• Golden rules, keeping yourself safe online
	
	`Aspirations`
		• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction
		• create and debug simple programs
		• use logical reasoning to predict the behaviour of simple programs
		
		Programme a Sphero around an alien terrane
		
		• use technology purposefully to create, organise, store, manipulate and retrieve digital content
		Create an alien using drawing software (e.g. Paint)
		
		• recognise common uses of information technology beyond school
		Send an email to discover where the alien spacecraft has landed
		
		`Aspirations`
			• recognise common uses of information technology beyond school
			Live webcam footage of bees
			
			• create and debug simple programs
			• Programme their partner to direct them to a location to reach the bug
			• Programming a bee to leave its hive visiting different coloured flowers and water source on its way
			
			• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction
			Rewrite 'The Very Hungry Caterpillar' using an algorithm on paper – flow charts (see example from cornerstones)
			
			• use technology purposefully to create, organise, store, manipulate and retrieve digital content
			• Use motion/animation software to make ants march across the classroom/table (create frames)
			• Create a PP slide of a mini beast
			
			• use logical reasoning to predict the behaviour of simple programs
			looking at a life cycle of a mini beast of our choice and looking at missing steps, debug it. (purposely miss something out so children can do this)
			
			`Wellness`
			`Aspirations`
			`Social awareness`

Art & Design	• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
	• Lichtenstein
	
	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	draw an illustration of your favourite superhero (Pastel)
	
	create your favourite using clay
	
	•to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
		• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
		
		Lucien Rudaux- Astronomical Art
		
		• to use a range of materials creatively to design and make products
		Create a class model using papier Mache of the solar system (paint the planets)
		
		•about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
		
		• charcoal to create a picture of the moon and space
			• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
			• Sketches of mini beast using pen/pencil
			
			• to use a range of materials creatively to design and make products
			
			• make an army of ants using egg boxes and pipe cleaners (collage)
			
			`Wellness`
			`Aspirations`

	•about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Printing textures for clothes • Create a mask or cape using textiles Wellness Aspirations	Wellness Aspirations	
D & T	**Superhero Outfits** • use the basic principles of a healthy and varied diet to prepare dishes • Sampling distinctive flavours e.g. mint, pineapple, ginger etc. and make a super food for a superhero • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • Create a mask/cape Aspirations Social awareness	**Movie Pictures of the Moon Landing** • design purposeful, functional, appealing products for themselves and other users based on design criteria • explore and evaluate a range of existing products • Design and create an alien spaceship • Evaluate alien spaceship • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Evaluate their ideas and products against design criteria • Moon buggies with wheels and moving mechanisms • Use IT (PP) to create a moon buggy using shape Aspirations Social awareness	• use the basic principles of a healthy and varied diet to prepare dishes • Making hungry caterpillar fruit kebabs • select from and use a range of tools and equipment to perform practical tasks • Evaluate their ideas and products against design criteria • make a 3D model of a mini beast using natural materials i.e. leaves, twigs, pipe cleaners, pomp oms etc. • Understand where food comes from. • Bake some flapjack/honey buns (look at honey, where has it come from etc.) Wellness Social awareness
History	**Significant Nurses** • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Listen to a story of a historical superhero e.g. Florence Nightingale, Rosa Parks – Find out what they did to make things better, express their opinion, independent writing and drawing, small world play Wellness Aspirations Social awareness	**Moon Landings and Neil Armstrong** • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Sequence the story of a significant figure and find out about them e.g. Neil Armstrong, Buzz Aldrin • Learn about changes within living memory • Use digital images showing a selection of dates about apce history and organise them chronologically • Use writing and drawing materials to create their own timeline mobiles, sequencing major events and changes from space Aspirations Social awareness	**Non-Chron- David Attenborough** • Significant historical events, people and places in their own locality • Local area study (Wentworth – historically walled gardens) Wellness Aspirations
Geography	**Place knowledge** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Daily Dashboard • Name, locate and identify characteristics of the four countries and	**Aerial Photographs of the world** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Daily Dashboard • Use basic geographical vocabulary	**Human and physical geography** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Daily Dashboard • Use simple fieldwork and observational skills to study the geography

capital cities of the United Kingdom and its surrounding seas • Locate four countries of UK on a map • Name and locate the world's seven continents and five oceans • Identify 7 continents on a map • Identify 5 oceans on a map <mark>Wellness</mark> <mark>Aspirations</mark> <mark>Social awareness</mark>	• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Look at NASA/Google Earth images of Earth from out of space to see land/sea/lakes etc. • **U**se aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • devise a simple map; and use and construct basic symbols in a key • Name and locate the world's seven continents and five oceans • Look at oceans/seas • Look at North/South Poles and locate them • Equator <mark>Aspirations</mark> <mark>Social awareness</mark>	of their school and its grounds and the key human and physical features of its surrounding environment. • Make a sketch map where I carried out the mini beast hunt • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Daily Dashboard • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use north/west when we go on our bug hunt <mark>Social awareness</mark>
50 Things	Take part in a nativity Freeze something in ice.	See a pantomime Go on a class hike (local community)	Send an invitation Make a home for a bug
Enterprise	Create Communicate	Venture Communicate	Collaborate Communicate	Account Communicate	Energy Communicate	Iniate Communicate
Core Stories	Jack and the Bean Stalk Eliot, Midnight Super hero, Super kid, Super Daisy	Whatever Next The Man on the Moon	The Very Hungry Caterpillar Crafty Chameleon Super Worm